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News Summary

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A consensus is beginning to develop among officials pressing for changes in T.I.A.A.-C.R.E.F. Story on Page 13.

A proposal is circulating among higher-education groups to set up a center to help settle campus disputes out of court. Story on Page 13.

Budget analysts at the Education Department have completed a detailed proposal for education spending in fiscal 1988. Story on Page 20.

Several universities would receive tax breaks under a compromise measure now in Congress—although you'd never know it to read the bill. Story on Page 21.

The Ohio governor's race between Richard F. Celeste and James A. Rhodes offers a study in contrasts. Story on Page 21.

Researchers used the tools of a new discipline, ethnoastronomy, to trace the existence of the Sioux in the Black Hills. Story on Page 7.

Philanthropic support for higher education was "bullish" in 1984-85, a report says. Story on Page 35.

Average scores on this year's Scholastic Aptitude Test remained the same as last year's, while those on the A.C.T. Assessment went up slightly. Story on Page 37.

Plans for the N.C.A.A.'s program to test athletes for drugs are complete. Story on Page 39.

This week the Association of American Universities will call for an independent federal agency to support international studies. Story on Page 41.

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Shuttle Shutdown Cripples Efforts of Space Scientists

Some projects may never fly; others are costly to postpone

By KIM McDONALD

For many U.S. space scientists, 1986 was to have been a banner year—a year in which they would finally see a massive space telescope orbiting the earth, in which probes would be sent to the sun and Jupiter, and in which a powerful new ultraviolet telescope would be launched to examine Halley's Comet and reveal exciting new regions of the universe.

Instead, this year has turned out to be a time of frustration and despair.

With the entire space-shuttle fleet grounded until 1988, leaving a two-year backlog of payloads, many researchers who spent years designing experiments and instruments that promised to provide a plethora of important new scientific data now face the prospect of never seeing their devices flown.

Even those whose experiments are considered to be of the highest priority and therefore nearly assured of a launch at some point are scrambling to find additional support to maintain their research teams during the hiatus.

Ever since the fiery explosion of the space shuttle *Challenger* in January—an accident that killed seven astronauts,

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Top University Leaders from South Africa Meet with Outlawed Group

LUSAKA, ZAMBIA

Top officials of two South African universities have held historic talks here with the African National Congress, the outlawed anti-apartheid organization.

The meetings—the first official discussions held between South African universities and the A.N.C.—took place at the University of Zambia at the invitation of its vice-chancellor, J. M. Mwanza.

In two days of meetings, discussions centered on the current crisis in South Africa's system of apartheid education and ways in which universities and other institutions could develop alternatives to that system.

The delegations were from the University of Cape Town, a predominantly white institution, and the University of the Western Cape, an institution originally intended for so-called colored, or mixed-race, students. The groups included Stuart Saunders, vice-chancellor at Cape Town, and Jakes Gerwel, rector-designate at Western Cape, as well as senior faculty members, top administrators, and students.

John Samuel, director of the South African Committee for Higher Education, an organization that has done pioneering

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'I'LL MAKE A CONTRIBUTION'

Woman Who Won Tenure Fight Gets Cool Reception at Harvard

PHOTOGRAPH FOR THE CHRONICLE BY JONATHON DOUGLAS

Theda Skocpol, back at Harvard: "I want to do well with my students and with whatever colleagues will interact with me."

By LIZ McMILLEN

CAMBRIDGE, MASS.

Theda Skocpol's friends warned her. "Don't go back to Harvard," they said. "You'll be over the hill."

That advice, from fellow academics who considered Harvard University a place for older, well-established scholars, gave pause to the promising young sociologist. But she had other reasons to give a tenure offer from Harvard careful thought.

In 1980, when Ms. Skocpol was an associate professor at the university, she had charged the sociology department with sex discrimination after it turned her down for tenure. In the first formal investigation of a tenure complaint in the university's history, a grievance committee agreed that bias had been involved.

President Derek C. Bok, who has final say in tenure decisions, said he would review the case, but would wait for three years to do so. He eventually overturned the denial and offered tenure to Ms. Skocpol, by then a full professor of sociology at the University of Chicago.

With several other universities interested in her, Ms. Skocpol was in an enviable position. Nevertheless, the choice was troubling. Should she continue her scholarly career elsewhere, or return to Harvard, her intellectual home but also the scene of a bitter conflict that had brought intense scrutiny to the university's tenure-review process?

She chose Harvard, thereby becoming the first tenured woman in the department. She accepted, in part, so that she and her husband eventually could work together in Boston. But she felt a challenge, too.

"I thought I should come here and try to make the situation better at some level," Ms. Skocpol explains today. "It's important to establish that you can work with people, even if they are not your personal friends."

▪

Many woman sociologists regard Ms. Skocpol as a symbol. She, however, chafes at being considered "an emblem of social progress." She would rather get on with the task at hand—namely, her teaching and research.

Last month, settling into her office for the second time in a decade, Ms. Skocpol prepared for another semester's work. Amid the clutter were mementos from her stint at the University of Chicago, including a goodbye song rewritten by graduate students there to the tune of "Hello Dolly."

Her return to the normal workings of Harvard's sociology department, however, may not come easily.

For one thing, she must again work with those whom she accused of discrimination. Her future at Harvard, she says, is uncertain at best.

"I want to do well with my students and with whatever colleagues will interact with me," she says. "That may last one, or two, or thirty years, but I'll make a contribution while I'm here."

Her return also comes at a time of

Continued on Page 16, Column 1

based on the content of a six-paragraph Associated Press dispatch; 72 per cent could balance a checkbook; 57 per cent could interpret a bar graph from *Congressional Quarterly;* 37 per cent could restate the main argument of a column by Tom Wicker in the New York *Times;* 20 per cent could understand a bus schedule; and 9 per cent could describe the theme of a poem by Emily Dickinson.

The survey—of 3,600 people aged 21 to 25—was conducted by the National Assessment for Education Progress, which is administered by the Educational Testing Service. *Literacy: Profiles of America's Young Adults*, a report on the survey's results, is available for $14 from N.A.E.P., CN 6710, Princeton, N.J. 08541-6710.

Commission to Study Status of Community Colleges

A "blue ribbon" commission will study the current state of the nation's public community, junior, and technical colleges and make recommendations aimed at helping them plan for the year 2000, the American Association of Community and Junior Colleges has announced.

The commission, known as the Commission on the Future of Community College: a Study of Access and Excellence in Higher Education, will be headed by Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching. Its other members are:

Harold D. Albertson, technology instructor, Richland College.
K. Patricia Cross, professor of education, Harvard University.
Wilhelmina R. Delco, state representative, Austin, Tex.
Nolen M. Ellison, president, Cuyahoga Community College District.
Paul A. Elsner, chancellor, Maricopa County Community College District.
Marvin Feldman, president, Fashion Institute of Technology.
Alfred P. Hernandez, chancellor, Ventura County Community College District.
R. Jan LeCroy, chancellor, Dallas County Community College District.
Guillermo Martinez, associate editor, Miami *Herald*.
Frank Newman, president, Education Commission of the States.
Terry O'Banion, executive director, League for Innovation in the Community College.
Dale Parnell, president, A.A.C.J.C.
David R. Pierce, executive director, Illinois Community College Board.
Beverly S. Simone, provost, Milwaukee Area Technical College–North Campus.
Joyce S. Tsunoda, chancellor, University of Hawaii Community College System.
Lawrence W. Tyree, president, Gulf Coast Community College.
James L. Wattenbarger, professor of education, University of Florida.

Corrections

► A chart on New York's higher-education structure (*The Chronicle*, September 17) incorrectly described the State University of New York. The university comprises 4 university centers, 2 health-science centers, 13 colleges of arts and sciences, 6 two-year agricultural and technical colleges, 4 specialized colleges, 5 statutory colleges operated by private institutions, and 30 community colleges supported in part by local governments.

► Because of differences in accounting practices, Occidental College did not report the full size of its endowment for fiscal 1985 to the National Association of College and University Business Officers (*The Chronicle*, September 17). The correct figure is $90,940,000, not $73,262,000.

Using the Telephone to Help People Learn Languages

An Ohio State professor launches a program that he says is superior to traditional classroom teaching

COLUMBUS, OHIO

Leon Twarog would like anyone in America to be able to pick up the phone and talk to an instructor in Russian, Polish, Czech, or another, even less-commonly taught language.

Over the summer Ohio State University's Center for Slavic and East European Studies, which Mr. Twarog directs, "went national" with a selection of courses—Russian, Polish, and Czech—in a program of "telephone-assisted language learning."

Students called in from as far away as Tacoma, Wash.

Ivan Boh, professor of philosophy at Ohio State, says he phoned from his home in Columbus to get a grounding in conversational Polish, hoping it would serve as a "goodwill gesture" during his forthcoming year in Poland on a research fellowship.

Jane G. Rainey, a professor of political science at Eastern Kentucky University, says she reviewed Russian to complement her specialization in Soviet politics. She says her knowledge of the language had got rusty since she devoted long hours to it in graduate school.

LLOYD LEMMERMANN

Leon Twarog: "If we want to get the students to learn, we as teachers should do whatever it takes. I don't find that demeaning at all."

Most Don't Work for Credit

Ohio State's telephone language courses are a variation of its "Teacher-Assisted, Mastery-Based, Self-Paced Instruction" program in which each student works at his own pace using texts and cassette tapes. In the telephone courses, rather than consult the instructor face to face, the student calls a toll-free number during three four-to-six-hour periods throughout the week to talk, listen, and learn.

Most students have taken the courses on a non-credit basis. For $200 a quarter, they can complete as many units as their industriousness permits. To move on from one unit to the next, they must score 80 per cent or higher on a final test administered by a proctor at the nearest college willing to provide facilities.

Mr. Twarog says this method contrasts with classroom learning where "the student is graded on the basis of whether he could keep up with the rest of the class."

Mr. Boh, the student of Polish, says, "I've studied various languages in conventional ways and this is about the best approach I've used."

Mr. Twarog got the idea for the telephone courses three years ago, while he was chairman of the Department of Slavic Languages here. He noticed, he says, that some students in the department's individualized-instruction language center "didn't need too much attention from the teacher. The idea came to me that since most of their work was being done away from the center, we might be able to have teachers communicate with students by telephone."

He had been looking for a way to increase enrollments in Eastern European languages. In 1980, as chairman of a "task force on less-commonly taught languages" set up by the Modern Language Association and the American Council of Learned Societies, he traveled across the country and found that "very little had happened in the teaching of languages in the United States over the previous 20 to 25 years."

That state of affairs led the M.L.A. to designate 40 languages in which instruction should be expanded and improved—as a matter of "national need"—to protect and advance U.S. trade, national-defense, and political interests.

Heading the list were such widely used languages as Russian, Chinese, Japanese, and Arabic, along with others that have strategic importance, such as Hausa, Hindi, Portuguese, Swahili, and Urdu.

Then came a second group that included several Slavic and East European languages that had had tiny enrollments and little federal or private support.

An M.L.A. census in 1983 revealed how very few students of the languages there were. In the whole country, Bulgarian and some other Slavic languages had fewer than 10 students. Ukrainian, Czech, and Serbo-Croatian had fewer than 200. Polish had 1,200. Even Russian was faring poorly: Its 30,000-odd students left it way behind such Western European languages as French, with some quarter of a million students, and Spanish, with half as many again.

Evaluators Give It High Marks

At first Mr. Twarog's center offered free classes around Columbus. With a $150,000 grant from the National Endowment for the Humanities, it experimented throughout 1985 with courses in six languages.

Mr. Twarog wanted to know whether students with no knowledge of a language could learn just as much in a telephone course as in the classroom. The hypothesis was tested with Arabic, Chinese, Japanese, and Russian. The answer proved to be Yes, Mr. Twarog says.

A national evaluation panel—and the courses' students—awarded the method, and Mr. Twarog, top marks. The panel said he had "addressed many of the unforeseen developmental issues that confront such innovation" and that the project had received "remarkably high grades from the students that it served."

Mr. Twarog also wanted to see whether the telephone would be an effective medium for reviving older students' waning competency in languages they had last studied at least 5, and often 15 to 20, years earlier.

That hypothesis was tested with courses in French and Spanish and, again, the results were encouraging. Students in those courses, Mr. Twarog says, reported that they had regained their earlier levels of proficiency.

The students have come from diverse, non-traditional backgrounds: secretarial, business, industrial, and academic. Most took the courses while working at least a 40-hour week. That explained in part the high attrition: Of the original 182 students, 30 per cent did not complete even one credit.

At the other extreme was the star pupil, a full-time secretary who completed 33 quarter hours of credit in a 12-month period.

To combat attrition, and in contrast to the practice of "benign neglect" common in classroom teaching, Mr. Twarog says, instructors in his courses call, once a week, any student who hasn't phoned in. Even a five-minute call from the instructor can dispel any guilt the student might feel for having neglected lessons, he says. The calls insure that some improvement in skills is occurring.

Mr. Twarog adds, "Some members of the profession might say 'Herr Doktor Professor should sit and wait' and that it is demeaning to call the students. But if we want to get the students to learn, we as teachers should do whatever it takes. I don't find that demeaning at all."

The age of students has ranged from 9 to 67, with a median of 37. Almost all have been college graduates. The most striking exception was the 9-year-old girl who wished to continue learning Chinese after returning from a year in China, and did so with the aid of texts and tapes doctored a little so they would make sense to her.

To Mr. Twarog's surprise, the courses have not attracted many people, such as retirees or homemakers, who might previously have filled their schedules boning up on day-time television.

A Conversational Focus

For Ms. Rainey, the professor of political science and student of Russian from Eastern Kentucky University, the beauty of the approach is its focus on conversational, colloquial language.

"I don't have a lot of opportunity here in Eastern Kentucky to talk Russian," she says. "Before I started, there were a lot of words in English I couldn't have told you the Russian words for. It's as if it unlocks a little storage chest. Using the language is making me remember other words and expressions."

The telephone, she adds, imposes "a great discipline. When you look at someone, you do a little bit of lip reading. Talking on the telephone, it's a little bit muddled, so you work harder to hear a person. You become a better listener."

Mr. Twarog's center is offering the same courses this semester. While it is permitting previously enrolled students—from Tacoma to Kentucky—to re-enroll, it is concentrating its recruiting efforts on the Ohio, to permit closer study of the effectiveness of telephone instruction. Five thousand letters promoting the courses have gone to college language-department heads, high-school language teachers, radio stations, and churches throughout the state.

Next summer, Mr. Twarog says, the center expects to increase its selection of languages and "go national" again.—PETER MONAGHAN

Note Book

While three dozen of their peers were camping out in dormitory lounges, two freshmen at Cornell College in Iowa had the unusual privilege of being temporarily housed with the president, David Marker.

The college found itself with a housing crunch after an unexpected number of last year's students returned for the fall semester.

Mr. Marker, who calls the situation a "wonderful problem," was more than happy to accommodate the students for a few days in his spacious home, which is located on the campus.

"We really had to scramble around for some temporary places and that was one of the ones available," says Marie DeVries, a spokesperson for the college.

Jennifer McDonald, one of the guests, says of her experience, "It was very nice but kind of lonely—not very good for the social life!"

■

A guide for the handicapped has been added to the plethora of resource material for high-school students who need help selecting a college.

Called *How to Choose a College: Guide for the Student with a Disability*, the pamphlet is free from Higher Education and the Handicapped, a program of the American Council on Education, at One Dupont Circle, Suite 670, Washington 20036-1193.

■

Today's college students—what they're wearing, thinking, saying, doing, eating, drinking, buying—are the topic of a new publication called *Campus Market Report*.

Published by the National Association of College Stores, Inc., a non-profit organization, the newsletter is designed for marketers and advertisers who want a handle on the college scene.

So far, articles have appeared on such diverse topics as the kinds of hats students will be wearing this winter to the courses they rate as important.

Says Mavis Clark, the editor, "Reading *Campus Market Report* each month will aid astute business executives in making something out of the demands of the volatile college market and shaping students' buying decisions for years to come."

A year's subscription is $60. Call Ms. Clark at (216) 775-7777.

■

Student identification cards will no longer be accepted as valid proof of age for buying alcohol in Virginia, if the Governor and General Assembly approve a decision by the state's Alcoholic Beverage Control Board.

Too many students were changing the dates to appear older, and the cards lack uniformity and look unofficial, explains a board member.

He says the recommendation is almost sure to pass.

Students

Average ACT Test Scores Rise; SAT Results Match Last Year's

Details of College Board statistics suggest slight improvement in high-school seniors' abilities

The average score on the American College Testing Program's college-admissions test has edged upward for the third consecutive year, while scores on the College Board's Scholastic Aptitude Test remained the same as last year's, according to new figures released by the nation's two major testing organizations last week.

The 1986 composite average on the four-subject A.C.T. Assessment, which is graded on a scale of 1 to 35, was 18.8, up from last year's 18.6. It is the highest average in more than a decade.

On the Scholastic Aptitude Test, which has a scale of 200 to 800, the average scores were unchanged: 431 on the verbal part and 475 on the mathematics part.

However, a slight overall improvement in the verbal and mathematical abilities of college-bound high-school seniors was suggested by the latest S.A.T. statistics.

In 1985-86 the number of test-takers increased 2.3 per cent—a development that, based on past experience, would have been expected to lower scores. Higher participation rates usually reflect an increase in the number of test-takers with relatively weak academic backgrounds.

Since the scores did not decline even as the number of participants increased, the results may indicate an overall gain in the abilities measured by the test. At the least, the findings make 1986 the sixth straight year in which combined averages for the test's verbal and mathematics portions either rose or stayed the same, following a 17-year decline.

SAT Scores Well Below 1963 Peak

At the same time, the scores are still well below what they were in 1963, the year before the drop began. The averages then were 478 on the verbal portion and 502 on the mathematics portion. The low point was reached in 1980, when the verbal scores averaged 424 and the mathematics scores averaged 466.

In 1986, when female test-takers outnumbered males for the 12th consecutive year, average verbal scores rose one point for women, to 426, and remained the same for men, at 437. In mathematics, average scores dropped one point for women, to 451, but rose two points for men, to 501.

As it had done in the past, the College Board prepared state-by-state comparisons of both verbal and mathematics scores for 1986. But the board also warned school officials and other recipients of the data that it "strongly discourages the comparison of states, school districts, schools, or any other subgroups on the basis of S.A.T. scores alone."

Useful interstate comparisons would require giving a common test to all students, the board said, but those who take the S.A.T. are "self-selected," and the participation rate varies from state to state. The board said it issued state-by-state data "both to insure that the information is accurate and to place it in the proper context."

Citing similar concerns about possible misuse of the data, the American College Testing Program continued its policy of releasing statewide scores only to individual state education agencies. In recent years the U. S. Department of Education has collected those figures from the states and published them each winter in a chart of state education statistics.

One million 1986 high-school graduates took the S.A.T., which is the most popular

Continued on Following Page

At Ball State U., a 37-Year-Old Vietnam Veteran Is First 'Non-Traditional' Student-Body Leader

By THOMAS J. MEYER

MUNCIE, IND.

It is, perhaps, the only time in the annals of student politics that a candidate for student-body president has brought up the Age Issue.

Students at Ball State University have heard before about improving communication on their campus. They have heard candidates promise to change the structure of student government. They have heard about better dances.

But until the final debate of last spring's campaign, they had never heard one candidate for student-body president ask publicly whether his opponent might simply be too old for the job.

Richard Tompkins, the 37-year-old Vietnam veteran who now holds the title of student-association president, says that was the comment that won him the election.

"Half this campus is older, non-traditional students," he says. "I think that comment drew more attention to what was going on. As we got more people listening, it helped us out."

Mr. Tompkins, now a senior, collected 61 per cent of the vote in the runoff election, enough to make him the first "non-traditional student" to hold the highest student-government office here.

Nearly 15 years following his return to Indiana after 6½ years of Marine Corps service, he is happily presiding over a bureaucracy of 20-year-olds.

He has gone from taking orders to doling

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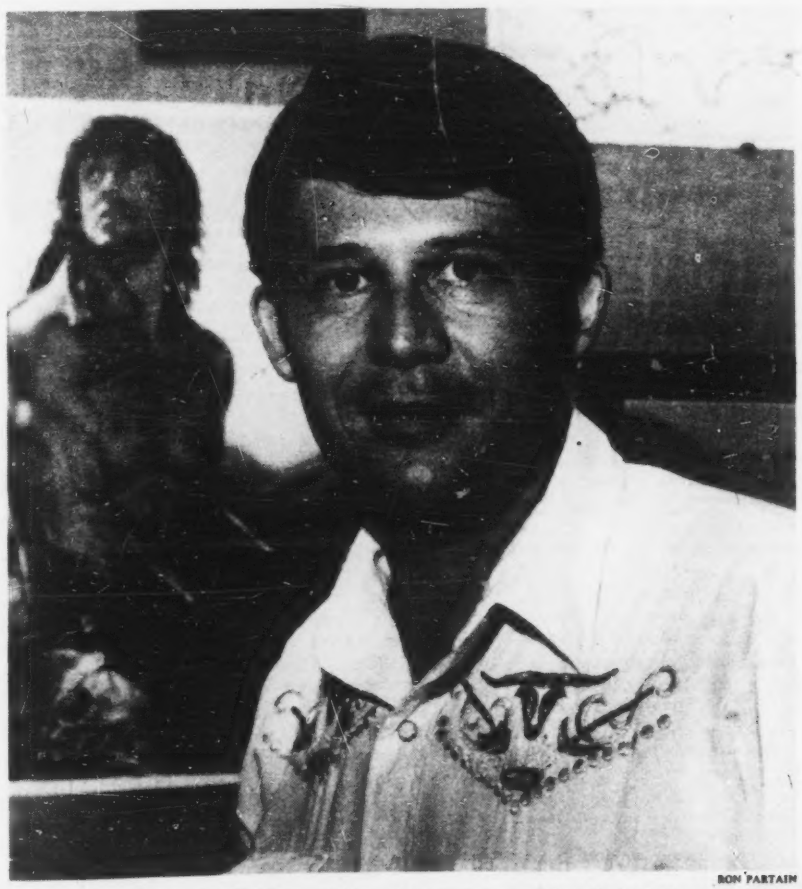

RON TARTAIN

Richard Tompkins: 10 years ago people at Ball State treated him "like the plague." Now, people he has never met greet him by name in the street.

Average Scores Rise on ACT Test; SAT Results Steady

Continued from Preceding Page

college-admissions test in the East, while 729,000 took the A.C.T., which is the predominant test in 28 states, mostly in the Midwest, South, and West.

This year's A.C.T. figures showed gains in each of the test's four subjects—English, mathematics, social studies, and natural sciences. The highest score, 21.4, was in the natural sciences, while the lowest, 17.3, was in mathematics. With the exception of women's mathematics scores, which remained unchanged, subject scores for both men and women increased. In addition, scores for each racial and ethnic group increased, although white students continued to earn the highest composite scores.

This year's test statistics showed that students who took a core curriculum that included four years of English and three years or more each of mathematics, social studies, and the natural sciences were more likely to have above-average scores. Such students scored an average of 21.2, compared with a score of 17.5 for those who did not complete the core courses. A spokesman said that even among students with below-average high-school grades, those who completed the core program did better.

The president of the A.C.T. Program, Oluf M. Davidsen, said he believed that the national attention paid to educational quality was partly responsible for the gradual increase in A.C.T. scores.

25 Pct. Want Honors Courses

In addition to test scores, this year's A.C.T. report includes information about students' academic and career interests. Nearly half said that while in college they would want educational and career counseling. Forty per cent said they were interested in independent study, and 25 per cent said they wanted to take honors courses. Business and health professions were the most popular career choices, reported by 22 per cent and 13 per cent, respectively.

According to the College Board, the average of scores on the its 14 achievement tests remained unchanged from the 1985 figure, 540.

The achievement tests—in English composition, literature, mathematics, American and European history, and several sciences and foreign languages—were taken by 21 per cent of those who took the S.A.T., a group with much higher S.A.T. scores than the national averages.

Copies of the S.A.T. report, *College-Bound Seniors, 1986*, are available without charge from the College Board, Box AF, 45 Columbus Avenue, New York 10023-6917.

Because of a change in the organization's annual questionnaire to students who take its tests, this year's report—consisting of seven pages—contains fewer demographic data than previous reports have had, and no comparisons for ethnic groups.

More comprehensive data are expected to be made available again in succeeding years.

A summary of the A.C.T. report is available without charge from the American College Testing Program, Public Affairs Division, 2201 North Dodge Street, P.O. Box 168, Iowa City, Iowa 52243.

—JEAN EVANGELAUF
AND ROBERT L. JACOBSON

The ACT Assessment: Average Scores by Sex and Race

	English			Mathematics			Social studies			Natural science			Composite		
	1985	1986	Change	1985	1986	Change	1985	1986	Change	1985	1986	Change	1985	1986	Change
Men	17.6	17.9	+0.3	18.6	18.8	+0.2	18.3	18.6	+0.3	22.6	22.7	+0.1	19.4	19.6	+0.2
Women	18.6	18.9	+0.3	16.0	16.0	0.0	16.6	16.9	+0.3	20.0	20.2	+0.2	17.9	18.1	+0.2
American Indian	13.8	14.4	+0.6	11.6	12.1	+0.5	12.5	13.0	+0.5	17.1	17.7	+0.6	13.9	14.4	+0.5
Asian	17.3	18.0	+0.7	20.4	20.8	+0.4	16.9	17.4	+0.5	21.3	21.9	+0.6	19.1	19.6	+0.5
Black	13.3	14.0	+0.7	9.9	10.4	+0.5	11.2	11.7	+0.5	14.9	15.5	+0.6	12.5	13.0	+0.5
Mexican-American	14.9	15.6	+0.7	12.6	13.2	+0.6	13.1	13.7	+0.6	17.2	17.8	+0.6	14.6	15.2	+0.6
Other Hispanic	15.7	16.4	+0.7	14.5	15.1	+0.6	14.6	15.2	+0.6	18.4	18.9	+0.5	15.9	16.5	+0.6
White	18.8	19.2	+0.4	18.0	18.2	+0.2	18.2	18.6	+0.4	22.0	22.2	+0.2	19.4	19.7	+0.3
Total	18.1	18.5	+0.4	17.2	17.3	+0.1	17.4	17.6	+0.2	21.2	21.4	+0.2	18.6	18.8	+0.2

SOURCE: AMERICAN COLLEGE TESTING PROGRAM

The Scholastic Aptitude Test: Average State-by-State Scores

	Proportion taking SAT*	Verbal		Mathematics	
		1985	1986	1985	1986
Alabama	6%	481	476	513	514
Alaska	30	446	445	477	479
Arizona	11	473	466	512	509
Arkansas	4	481	482	517	519
California	38	424	423	460	481
Colorado	17	473	466	521	514
Connecticut	69	440	440	475	474
Delaware	50	444	442	474	475
Florida	38	421	426	463	469
Georgia	49	399	402	438	440
Hawaii	47	401	403	476	477
Idaho	7	472	475	510	512
Illinois	14	468	466	522	519
Indiana	47	415	415	460	459
Iowa	3	521	519	576	576
Kansas	5	504	498	550	544
Kentucky	6	491	483	529	519
Louisiana	5	473	474	503	507
Maine	46	432	434	466	466
Maryland	50	435	436	475	475
Massachusetts	66	434	436	472	473
Michigan	11	487	462	517	514
Minnesota	7	481	482	537	540
Mississippi	3	489	485	528	516
Missouri	11	475	476	518	519
Montana	9	492	485	547	541
Nebraska	6	497	493	549	549
Nevada	17	441	445	480	485
New Hampshire	57	450	450	489	485
New Jersey	65	425	424	464	465
New Mexico	8	484	489	521	527
New York	62	427	427	473	471
North Carolina	47	398	399	435	436
North Dakota	3	513	508	568	556
Ohio	16	460	460	504	503
Oklahoma	5	497	487	531	521
Oregon	42	444	444	484	486
Pennsylvania	52	428	429	465	465
Rhode Island	61	429	432	466	466
South Carolina	49	391	395	424	431
South Dakota	3	534	531	575	567
Tennessee	8	489	486	521	521
Texas	32	419	419	459	458
Utah	4	511	506	543	541
Vermont	54	441	442	478	474
Virginia	51	435	435	473	473
Washington	19	465	461	508	502
West Virginia	7	468	462	507	502
Wisconsin	10	477	478	534	536
Wyoming	5	495	484	539	534
National averages	**46%**	**431**	**431**	**475**	**475**

* Percentages are based on the number of high-school graduates in 1982 and the number of high-school seniors who took the S.A.T. in 1982, the most recent year for which graduation figures are available.

SOURCE: THE COLLEGE BOARD

A Vietnam Veteran Is Ball State U.'s Student-Body Leader

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them out—albeit gently and with a slight smile. In 15 years, he has turned from fighting the Vietcong to fighting apathy on the campus.

Mike Green, the 20-year old vice-president of Ball State's student association, says his running mate—who now lives in Muncie with his second wife—has added new perspective to the jobs of the university's young would-be leaders.

"There's a lot of things in this life—and in this job—that are fairly insignificant," he says. "You know, little things that get blown way out of proportion. Rick can use his experience to see what's really important in all this."

Mr. Tompkins traveled a fairly unlikely route to get the 20 miles down the road to Ball State from Anderson Senior High School.

Unlike most student politicos, he did not excel in high-school student government. In fact, he says, he didn't do much of anything in high school. "I just wanted to get through and get out," he says.

His family had no money—and he no plans—for college, so he worked for a year after high school, and then enlisted in the Marines.

He fought in Vietnam from 1969 until 1972 and returned to train Marine reserves in Indianapolis until he was injured in an auto accident.

In 1976 he enrolled at Ball State under a military vocational-rehabilitation program. He says the mid-70's were not a good time to be a veteran on a college campus.

"I just wasn't comfortable," he says. "There was too much anti-war sentiment still going around. I just kind of felt out of place. I kept pretty much to myself." He was often disturbed by discussions of the Vietnam conflict in his history classes.

After a difficult year, Mr. Tompkins returned to the Far East. For six years in Japan and Okinawa, he worked in a variety of jobs for the military and private businesses. He sold cars to returning veterans. He sold Ford products to the U.S. military. He stayed until 1983, when he was passed over for a promotion in an Air Force position.

"The other guy had a bachelor's degree, but I had the experience," he says. "He got the job, and I said, 'That's it. I'm going back to school.' " In 1984, Mr. Tompkins enrolled again at Ball State as a business major.

Change in Student Attitudes

The time since the mid-70's has made a difference for both Ball State and Mr. Tompkins, who says, "Maybe I just needed that time to get myself together after what I went through."

The campus has also come to accept veterans more readily. "We're more apt to defend ourselves now, rather than just standing for what people say," he says.

Mr. Tompkins now spends most weekday afternoons at his job in the university's veterans' affairs office. There, in addition to doing clerical work, he serves as a peer counselor for other veterans on the campus.

Students' attitudes have changed so much, in fact, that in his student-government campaign, rather than hiding his background, he played it up. He often campaigned wearing a flight jacket bearing the words "U.S. Marines–Vietnam."

Now, on the wall of the president's office, hangs a large poster from *Rambo: First Blood Part II*, the movie about a heroic veteran returning to Vietnam to rescue prisoners of war.

Mr. Tompkins says he has become increasingly aware of the special concerns of so-called non-traditional students. At Ball State, he says, most student groups are run by students of traditional college age. For the past few years, for example, the university's student government has been controlled primarily by representatives of fraternities and sororities.

He decided to run for office in part because he thought older students were being ignored by such groups.

"I think it threw some people off when he ran," says Ken Lowe, a senior and the student association's director of government affairs. "You just never thought of someone so old running for student government. It caught everyone off guard."

Beth Harris, a senior who covers the student association for the Ball State *Daily News*—normally a feisty critic of student government—says Mr. Tompkins's age and demeanor have separated him from the average student-government figures, adding credibility to the student association.

"Rick was just very different from the rest of the candidates. Most of them come in with the innocuous ideas and not real plans. He seemed to kind of rise above the stupid things that usually go on on campus."

Mr. Tompkins's objectives hardly set him apart from the average student-government leader. He has worked to improve contact with the student body by publishing a student-association newsletter. He hopes to develop a plan to ease the campus's transition from quarters to a semester system. He wants to decrease the size of the student senate from its present 95 members.

In fact, he says, he has purposely avoided taking special actions for non-traditional students, so he won't appear to be favoring certain groups.

But many on the campus say his presence in office has made a great deal of difference for the approximately 7,000 students here who are in their late 20's and 30's, returning to college or coming for the first time.

"It was the first time a lot of people had even considered the concerns of non-traditional students," says Mr. Lowe, the director of governmental affairs.

"You see them around campus. You see them in classes. You sit beside them. You talk to them. Now here's one of them, and look what he's doing."

Student-government officials here say Mr. Tompkins's age has offered them an advantage in dealing with Ball State's administrators. "He can go in and talk to them almost as equals. That gives us credibility," says Mr. Green, the vice-president.

In a way, his position at the top of Ball State's student association has given Rick Tompkins something of a new life. Ten years ago on this campus, people treated him "like the plague," he says. Now, people he has never met greet him by name in the street.

That sort of experience makes college life enjoyable, he says. As he stands in front of a room of student senators, a half-smile on his face reveals a man having a pretty good time.

He says his life-and-death experiences in Vietnam did much to change his attitudes about involvement in his community. "In some ways, it helped me," he says. "It made me see that life is short. You can go anytime. You've got to make the most of it."